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News Summary

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Alaskan and Siberian scientists will exchange research and medical information on the effects of climate on the Arctic population: Page A4.

A U.S. agency will expand the testing of a potential AIDS vaccine to six university-based centers so researchers can study its impact on a broader cross-section of people: Page A4.

Search committees should forget about letters of reference and lists of rules, says a new guide on recruiting campus administrators: Page A11.

Publishers of textbooks for higher education may include computer disks in more books: Page A11.

Supporters of black colleges say the dismissal of a 15-year-old desegregation case will make it harder to win more funds from state legislatures: Page A21.

Rumors are flying about the Education Secretary's plans after President Reagan leaves office: Page A21.

The state of higher education was debated in Chicago by representatives of philanthropy: Page A29.

Freshman interest in business is at peak levels, and students continue to be preoccupied by material wealth, a survey found: Page A31.

Widespread dissatisfaction with higher education in West Germany has led to calls for a process to rank its universities: Page A41.

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END OF LOVE AFFAIR WITH LOANS?

Experts Extol Anew the Advantages of Saving for College

By JEAN EVANGELAUF

Saving for college is back in vogue.

After America's decade-long love affair with college loans, many financial-aid experts are advising parents to start saving early for their children's higher education.

At "financial-aid nights" for Tennessee high-school students and their parents, Ron Gambill, executive director of the state's student-aid agency, hands out compound-interest tables. "I'm trying to show parents that if you put aside just a little bit a week, it's amazing what it will amount to over time."

He admits the message may arrive too late to benefit his audience. "What we'd really like to do is go to the elementary schools and talk to parents there about what's coming and how to get prepared for it," he says.

A few weeks ago, Thomas G. Mortenson, a researcher at the American College Testing Program who studies financial aid, took his 11-year-old daughter shopping for a zero-coupon bond. He's worried about how to meet her college expenses.

'I'm Scared Stiff'

"Knowing what I know about the future of financial-aid funding, I'm scared stiff," he says. "I wanted her to have a certificate in front of her that says, There's your first one thousand dollars for college."

Mr. Mortenson is not alone in worrying about how to pay for a college education. With tuitions rising at twice the rate of inflation and anxiety mounting that too many students are too deeply in debt, an effort to change the psychology of paying for college is gaining steam.

While few can dispute the virtue of saving, some educators warn that it is not a panacea. The poor will still need grants, they say, and the middle class will still need loans. They add that academe must convince the public that college is a worthwhile investment; even attractive financial incentives may not induce people to save if they lack confidence in the quality of higher education.

And even if they have that confidence, they still need guidance.

"I am not convinced that families are

Continued on Page A32

Bloom's Best Seller Called 'Racist' and 'Elitist' by Former SUNY Chief

By SCOTT HELLER

WASHINGTON

A national best seller that has castigated America's colleges and universities is racist, elitist, and "profoundly wrong" in its view of students, especially members of minority groups, says the former chancellor of the State University of New York.

Clifton R. Wharton, Jr., now the head of higher education's leading pension companies, made the attack on Allan Bloom's *The Closing of the American Mind* in a speech he was to deliver at last week's meeting of the Association of American Colleges.

"For Mr. Bloom—and for a small but perhaps growing cadre of other academics, of whom he is the exemplar—it is students

Continued on Page A12

Supreme Court Backs Official Who Censored School Newspaper, Skirts Issue at Colleges

By CHERYL M. FIELDS

WASHINGTON

High-school journalists do not have the same broad First Amendment protection for free speech that adults do, the Supreme Court said last week in upholding a Missouri high-school principal's right to delete articles on divorce and teenage pregnancy from a school-sponsored newspaper.

The Court's 5-to-3 ruling may not have particular significance for higher education, some lawyers for colleges and universities said, noting earlier Supreme Court decisions that held college students to be adults subject to prevailing legal standards.

A footnote in Justice Byron R. White's majority opinion explicitly stated that the new decision did not decide whether college officials had the same authority as high-school officials to censor material in college-financed publications when they felt that it conflicted with educational goals.

"In a way, it's a little frightening that the Court didn't point out the distinction between high schools and colleges," said

Continued on Page A22

NCAA Votes 122 Rules Changes

At last week's National Collegiate Athletic Association meeting:

- Small colleges tightened aid rules.
- Wider sharing of big-time sports' income was urged—and ridiculed.
- 122 rules changes were adopted.

Details begin on Page A37.

France's 450-Year-Old Bibliothèque Nationale Faces a 'Spiral of Decline'

Librarian Emmanuel Le Roy Ladurie agrees with a report to the French Minister of Culture that the Bibliothèque Nationale needs an overhaul.

By DAVID DICKSON

PARIS

The Bibliothèque Nationale, a home away from home for generations of scholars in the social, intellectual, and cultural history of France, is facing hard times.

Emmanuel Le Roy Ladurie, a historian who was recently appointed the library's general administrator, says it needs an overhaul. A report commissioned by the Minister of Culture, François Léotard, has made the same point.

According to Mr. Ladurie, improvements in the 450-year-old library should be among the cultural priorities of the next French president, who is scheduled to be chosen in May. He made the comments after the report commissioned by Mr. Léotard called the library overly ambitious, inefficient, and organizationally archaic.

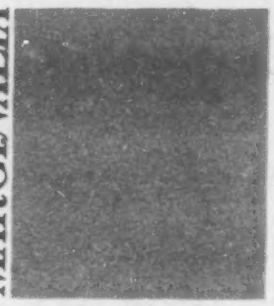
New Branch Proposed

The report was prepared by Francis Beck, a former official in the Culture Ministry. He said the library was caught in a "spiral of decline" and should be brought closer to the level of comparable institutions in Britain and the United States, among other countries.

In particular, Mr. Beck suggested that a branch of the library be built in a Paris suburb to take pressure off current facilities in the city. He also recommended of-

Continued on Page A42

MARGINALIA



A reader chides us for our choice of the verb in this sentence: "The truck careered down the highway. . . ." Probably he thinks we meant *careened*; but no, we meant *careered*. Says *The American Heritage Illustrated Encyclopedic Dictionary*:

"Both *careen* and *career* may refer to rapid and uncontrolled movement, the similarity in their form having promoted their use as synonyms. Many people try to maintain a distinction in meaning between the words, restricting *career* to forward movement, and *careen* to leaning and tilting, as in nautical usage. . . ."

■

Another reader takes us to task for a headline in our December 2 issue:

ALIEN STUDENTS AT UCLA
END HUNGER STRIKE

"Guess the food's better at the University of Mars," he twits.

American Heritage, again:

"**alien** *adj.* 1. Owing political allegiance to a country other than the one in which one is resident; foreign: *a large alien population*. . . ."

■

Writes another:

"*The Chronicle* missed a good opportunity for some ironic relief in relation to a trying subject when you placed the article on "MILLIONS TO MANAGE RESEARCH" on Page A23 instead of A21."

For readers not in the know: Circular A21 contains guidelines for universities to follow in calculating the indirect costs of doing research for the federal government.

■

We've been scolded by Mary Frances Damour, a trustee of Mount Saint Clare College, as follows:

"It is my opinion that 'youall' do not realize that everyone who reads your publication does not KNOW where every college and university in the United States and in the world IS!

"Article after article fails to answer one of the who-what-when-WHERE-why questions taught in basic journalism. (Tut! Tut!)

"I realize, of course, that the University of Iowa is located in Iowa, but how many of your readers know where MY college is?"

Even *we* have to look up the locations of some of the institutions we write about. And even *we* specify the locations of colleges and universities with similar names—*e.g.*, Washington College (Md.), Washington University (Mo.); and the 13 institutions with "Saint Mary" in their names.

But where does one draw the line? Should we give the location of every institution we mention: Harvard University (Mass.)? Or develop a list of the places everybody is *sure* to know about, and give locations for all the rest? We cower at the implication of first- and second-class citizenship.

Ms. Damour's college, by the by, is in Clinton, Iowa. —C.G.

In Brief

Stanford Bans Smoking at Outdoor Athletics Sites

A ban on smoking in the seats and aisles of the football stadium and all other major outdoor athletics facilities at Stanford University was approved last week and goes into effect January 29.

A ban on smoking in all other outdoor facilities, including Frost Amphitheater, where rock concerts and other cultural events are held, is also under consideration. Smoking already is prohibited in most indoor areas at Stanford.

The ban was approved by the athletics department in keeping with a policy adopted by Stanford in 1985 to seek to make the campus "as smoke-free as practicably possible." An advisory committee had asked the department to study limits on smoking in the football, baseball, tennis, soccer, swimming, and field-hockey facilities, where smoking will now be banned.

Notre Dame Drops Plan to Send Students to Israel

As a result of increased violence and tension in the Middle East, the University of Notre Dame has canceled its foreign-study program in Jerusalem for the spring semester.

The 12 students who had intended to participate will instead study on the campus, according to Isabel Charles, associate provost and director of foreign-study programs for the university.

Ms. Charles said that Landrum Bolling, director of Notre Dame's Jerusalem program and of its Ecumenical Institute at Tantur, Israel, had warned that the tense situation in the area would limit the students' freedom of movement and would detract from the quality of the program. Ms. Charles said she expected the Jerusalem program to resume next fall.

Drug Use by Students Declines

WASHINGTON

Use of cocaine and marijuana among a representative sample of college students declined significantly in the past year, according to a survey released last week by the U.S. Department of Health and Human Services.

The annual survey of drug and alcohol use reported that 37 per cent of students polled said they had used marijuana within the last year, down from 40.9 per cent in 1986.

Use of cocaine, often regarded as epidemic among young people, declined for the second year in a row. Some 13.7 per cent of those polled said they had used cocaine in the previous year, compared to 17.1 per cent in 1986, and 17.3 per cent in 1985.

The figures for marijuana and cocaine were the lowest since the survey was first conducted in 1980.

Use of most other drugs, including stimulants and sedatives, also declined. Use of heroin and LSD increased by statistically insignificant amounts, while 2 per cent of students said they had tried "crack," a processed form of cocaine that can be smoked.

However, the survey found that alcohol use among students remained high, with 90.9 per cent saying they had consumed alcohol in the previous year, down slightly from 91.5 per cent the year before.

The survey, conducted for the department by the University of Michigan's Institute for Social Research, is one of the most widely cited indicators of drug and alcohol use among young people.

The college survey, which yielded 1,220 responses from college students, was conducted as an annual follow-up to a wider survey of drug use among high-school seniors, also released last week.

The high-school survey found a similar decrease in drug use.

—MICHAEL W. HIRSCHORN

Judge to Review Grant for Vocational Center

A federal district judge last week informed the U.S. Education Department that he intends to review a federal investigation of a $30-million research grant made to a consortium of universities led by the University of California at Berkeley. He cautioned the department against distributing the funds in the interim.

The action by Judge George C. Smith came in a lawsuit filed against the Education Department by the Ohio State University, which has claimed that the competition for the five-year research grant to run the National Center for Vocational Education was conducted unfairly. Ohio State had applied to continue operating the center.

An Education Department official said the department believed the grant was properly awarded and that the court order would not interrupt distribution of the funds. The General Accounting Office—the investigative arm of Congress—last month found that the process used to determine the grant winner had been flawed. Judge Smith said he will review the G.A.O. report and decide by this week whether another investigation is necessary.

Law-School Employee Fired for Selling Exam

A 16-year employee of the University of Texas at Austin law school was fired after selling a final examination to an undercover police officer last month.

Law-school officials and campus police declined to file charges against the man, who has not protested the dismissal.

The former employee was arrested in early December after agreeing to sell a final examination for a course in wills and estates to the undercover officer for $50. The "sting" operation was set up after a student reported that the employee, who worked in the law school's print shop, had offered to sell her the test.

The law school has established a committee to review practices for typing and duplicating exams, in order to try to prevent a repeat of the incident.

Long Island U. Expands Work-and-Study Option

Students at Long Island University will be able to take classes and get professional work experience in alternating terms under wide-ranging changes in undergraduate education announced last week.

The university will introduce an expanded orientation program for freshmen and will survey students on their "interests and goals" as soon as they apply, following up

DIVESTMENT WATCH

TIAA Sharpens Policy on South Africa Holdings; Other Actions

Higher education's two largest pension companies last week sharpened a policy of pressing corporations in which they own stock to stop doing business in South Africa.

The pension companies—the Teachers Insurance and Annuity Association and the College Retirement Equities Fund—said they were "concerned" that some of the corporations continued to have strong business ties to South Africa after having supposedly ended operations there.

TIAA-CREF's trustees approved a new definition of "withdrawal" that specifies "the termination of all marketing rights or obligations in South Africa, as well as any licenses, franchises, or other agreements to supply goods, materials, products, service, or technology to that country."

The trustees also said that TIAA-CREF would give "special consideration" to any withdrawal plans that both benefit black South Africans and work against the South African government's policy of apartheid.

A spokesman for the companies said that CREF, in preparation for this year's round of shareholder meetings, had submitted resolutions to 20 corporations in which it owns stock. The resolutions, according to the spokesman, call on the corporations to withdraw from South Africa as soon as possible can.

The two companies control investments valued at about $60-billion.

■

The University of Missouri's trustees have voted to sell all stocks the institution owns in companies that do business in South Africa.

A university spokesman said the decision would affect endowment and retirement-fund investments worth about $75-million. The trustees said sale of the stocks should be accomplished within five years.

The university has just finished selling $7.1-million in stocks in companies that do business in South Africa and have failed to conform to the Rev. Leon Sullivan's code of responsible behavior for American corporations.

C. Peter Magrath, the university's president, said the decision to divest completely was "the right step and the correct signal for the University of Missouri to give in fulfilling its highest values and ideals." He added that he had seen no persuasive evidence that a phased divestment program would be unprofitable.

■

The University of Washington's claim that it has sold all its stock in companies doing business in South Africa (*The Chronicle*, December 9) has been challenged by a group of students.

The university regents voted in August 1986 to sell stock, worth about $2.5-million, in companies doing business in South Africa. A spokesman said the university had indeed met its December 1 deadline for doing so, as it had reported. However, Students Against Apartheid, a campus group, said the university still held an additional $2.5-million in stocks in companies doing business, indirectly and through subsidiaries, in South Africa.

Bob Roseth, the university's spokesman, said it had sold all its stock in companies listed as having operations in South Africa by the Investor Responsibility Research Center, an independent organization that monitors South Africa-related business activity. He said officials of the university would continue monitoring its investments to try to insure that companies in which it still held stock that claim to have withdrawn from South Africa actually have done so.

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Note Book

Live via satellite, it's the University of Tulsa.

The admissions office at the Oklahoma university tried a new recruiting twist last week when it took its campaign to the air waves.

The university, hoping to increase enrollment, beamed a live broadcast to four high-school student receptions in St. Louis, Kansas City, Dallas, and Chicago.

"We're taking our campus live to these students," said Koy Floyd, a spokesman for the university.

The program, which cost Tulsa $50,000 to produce and broadcast, featured Jim Hartz, a former co-host of NBC's "Today" show and an alumnus of the university; comedian Andy Andrews; a rock group called "1964 as the Beatles;" and interviews with students and recent alumni in the university's new student center.

Said Tulsa's dean of admissions, John Corso: "The students who are coming to campus are more in tune with high technology. They have access to computers, and watch a lot of M.T.V. It's a take-off of today's technology that we hope will capture their attention."

■

Black students, who number only 250 among the more than 17,000 students at Central Michigan University, are pressuring administrators to allow them to pick black roommates when they live in campus dormitories.

The students are arguing that living with other blacks would lessen their feeling of alienation at the Mt. Pleasant campus, where a dormitory dispute between a black and white student last spring escalated into a larger racial confrontation.

"White students are practically assured that they will be in the room with other white students because they are such an overwhelming majority," Dollicia Floyd, head of a coalition of black students at Central Michigan, told the Detroit *News*.

Gary Ciaffone, Central Michigan's director of housing, told *The Chronicle* that he sees no need to change the university's housing policy, saying, "If a student comes in and has a request, we will honor that request as much as we can."

■

For those who cannot get enough of trends, the *Campus Market Report* has a list of what was "in" and what was "out" in 1987.

Among the "outs:" wine coolers, Fergie bows, yuppies, jogging, credit cards, cocaine, promiscuity, diet talk, and Ft. Lauderdale as a spring break hotspot.

Among the "ins:" walking, alcohol-free rushes, meat loaf, Ecstasy (a drug known formally as MDMA), aviator jackets, five extra pounds, short hair, large jewelry, sunglasses, and community service.

Looking into the future, the prognosticators of pop predicted for 1988: more married students, thanks to AIDS; lower business-school enrollments; fewer fraternity members; and more programs for alcoholics.

Students

Freshman Interest in Business Careers Hits New Level, and Money Remains a Top Priority, Study Finds

More interest in teaching is reported, although proportion is still well below that of late 1960's

By MICHAEL W. HIRSCHORN
WASHINGTON

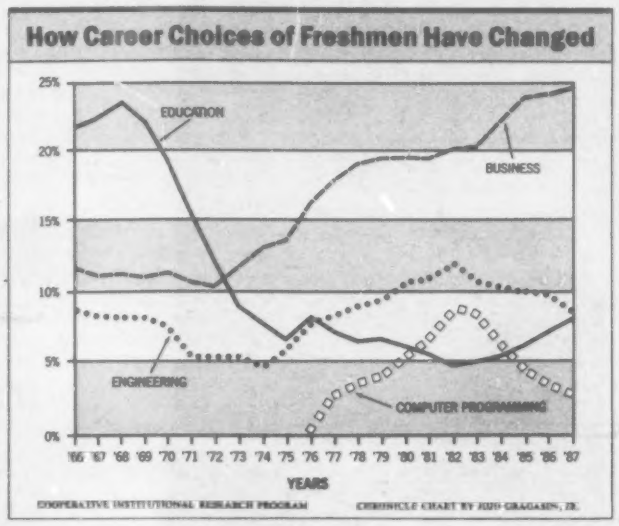
Freshman interest in business is at peak levels, and students continue to be preoccupied by material wealth and career success, a wide-ranging survey of freshman attitudes has found.

At the same time, the survey found a resurgence of interest in teaching careers. Of the freshmen polled last fall, 8.1 per cent said they intended to pursue teaching careers, up from a low of 4.7 per cent in 1982.

The annual survey, conducted by the Cooperative Institutional Research Program at the University of California at Los Angeles, found that 24.6 per cent of freshmen hoped to pursue business careers, up from 24.1 per cent last year.

Last fall's figure is more than twice the number of students, 11.6 per cent, who were interested in a business career in 1966, the first year the survey was conducted.

Students' interest in business has risen almost continuously since 1972, when 10.5 per cent of freshmen hoped to work in business fields.



Among women, 22 per cent expressed interest in business careers, down from 22.6 per cent in 1986, but a sharp increase from the 13.6 per cent who expressed similar preferences 10 years ago.

Although the new numbers on freshman interest in teaching fell far short of the 23.5 per cent in 1968 who hoped to pursue teaching careers, they showed the greatest interest in the profession in 14 years.

"There was a time when being a teacher was a very honorable type of profession," said Kenneth C. Green, associate director of the Cooperative Institutional Research Program. "That's coming back."

The extensive survey, sponsored jointly by the American Council on Education and U.C.L.A. and released here last week, offered insights into everything from expected majors and student smoking habits, to

Continued on Page A34

Equity in Higher Education Still Eludes Blacks, Urban League Says

By MICHELE N-K COLLISON
WASHINGTON

Two decades after blacks began attending the nation's colleges in substantial numbers, they have yet to realize the promise of educational opportunity, argues a report released last week by the National Urban League.

"Equity in higher education still eludes blacks as a group," Niara Sudarkasa, president of Lincoln University in Pennsylvania, wrote in one of 11 essays released as part of the Urban League's annual report on the state of black America. "The statistics show clearly that blacks are the only ones who are consistently losing ground in the quest for educational equality."

Blacks, who made up 9.4 per cent of total college enrollment in 1976, made up 8.8 per cent of the total college population in 1984, the last year for which such figures are available. The decline occurred despite the fact that the number of black 18-to-24 year-olds with high-school degrees increased to 2.8 million in 1985 from 2.7 million in 1980.

Ms. Sudarkasa sounded many of the same themes as educators who have sought to explain the phenomenon of decreasing college-going rates by blacks in recent years. And like many recent critics of higher education and the government's financial-aid policies, Ms. Sudarkasa painted a picture of federal and institutional indifference to the financial, educational, and social needs of black students.

'Economic Factors' Blamed

Ms. Sudarkasa argued that enrollment of black students is closely aligned to federal financial-aid programs, and that black enrollment rose during the 1960's in large part because of a federal commitment to financing minority education.

She blamed most of the recent decline in black enrollment on an increasing shift in financial-aid programs from grants to loans. There is a "strong case for the proposition that economic factors have been the main cause of the declining black enrollment in higher education over the past decade," Ms. Sudarkasa wrote.

She cited an increasing reliance by institutions on loans, the rising cost of a college education, and the erosion in the real incomes of black families in the 1970's as contributing to the decline in the number of black students attending college.

"To date, neither the federal government, the states, nor the individual colleges and universities have been willing to

Continued on Page A34

High Court Refuses to Block Ruling Requiring Georgetown U. to Support Homosexual Groups

WASHINGTON

The Supreme Court last week refused to set aside an appeals-court decision that requires Georgetown University to provide two organizations for gay students with the same support services that other student groups receive.

Georgetown had asked the justices to stay the decision, handed down in December by the District of Columbia's Court of Appeals, while the university prepared a formal appeal.

The action last week does not prevent the university from filing an appeal to the Supreme Court, but it does mean that the university must comply immediately with the terms of the lower court's ruling. The order ended a temporary stay granted by Chief Justice William H. Rehnquist, and was issued without any recorded dissent. Justice Antonin Scalia, who is a graduate of Georgetown, did not participate in the decision.

The ruling came in a complicated case that dates to 1979, when two organizations for homosexual students—one representing undergraduates and the other law students—sued Georgetown. The groups claimed that Georgetown's refusal to recognize them violated the District's Human Rights Act. The act prohibits various types of discrimination, among them discrimination on the basis of sexual preference.

'Tangible Benefits' Required

Georgetown, which is affiliated with the Roman Catholic Church, has argued that a ruling requiring it to recognize or support the two organizations would violate its Constitutional right to the "free exercise" of its religious beliefs. The Catholic church considers homosexual activity immoral.

The appeals court's decision said the university did not have to offer the two organizations recognition, but that it would be required to provide them with the "tangible benefits" that other recognized groups were given. Among the benefits are a campus mailbox, photocopying privileges, access to university facilities, and the right to apply for money from the student government.

Freshman Interest in Business Careers Hits New Level

Continued from Page A31

the percentage of students who attended a recital or concert, stayed up all night, or came late to class in the last year. The report's findings were culled from 209,627 responses gathered at 390 two- and four-year colleges and universities.

The survey had bad news for the computing, engineering, and nursing professions. The new numbers indicated a continuing decline in freshman interest in those areas.

Last year, 8.5 per cent of freshmen expressed interest in engineering careers, down from 12 per cent in 1982; and only 2.7 of the freshmen polled in 1987 were interested in computing careers, a sharp drop from the 1982 figure of 8.8 per cent.

Interest in nursing careers dropped to 4 per cent for this year's freshmen, from a high of 10.2 per cent in 1974.

The survey, one of the most widely cited indicators of undergraduate attitudes, has in recent years painted a picture of students who are more and more interested in material wealth and career success than the students of a decade or two ago.

"*Newsweek* magazine announced the end of the 80's, prematurely, I think," said Alexander W. Astin, director of the U.C.L.A.-based research program. "Our data indicate that materialism still reigns."

The survey found that "being very well off financially" was one of the top personal goals of 75.6 per cent of those polled, up from 73.2 per cent in 1986 and 70.9 per cent in 1985, and nearly twice the 1970 figure of 39.1 per cent.

The number of students who said they attended college "to make more money" also reached its highest point in the 22-year history of the survey.

At the same time, the percentage of students who called "developing a meaningful philosophy of life" an important goal dropped to 39.4 per cent, down from 40.6 per cent in 1986 and 82.9 per cent in 1967.

The survey showed no indication that a preoccupation with wealth among today's students has coincided with a shift to the right in student political views. During the Reagan Presidency, the percentage of students who have identified themselves as "conservative" or "far right" has hovered at one-fifth of those polled, while slightly more than a fifth have identified themselves as being liberal or far-left.

Liberal Stances on Policy Issues

As in every year since 1973, the majority of students polled last fall, 56 per cent, identified themselves as "middle of the road." That figure marks a slight decline from the peak of 60.3 per cent figure recorded in 1980, but is greater than the 45.4 per cent of students who called themselves moderates in 1970.

Although a majority of students called themselves moderates, most took traditionally liberal stances on a wide range of policy issues.

"Many students may have stopped calling themselves 'liberals' because 'liberal' became a dirty word. It got a reputation of being almost impotent," Mr. Green said. "But when you look at the specific student preferences on a variety of issues, you see very strong support for a variety of traditional liberal stances."

More than 80 per cent of the freshmen last fall agreed with the belief that the government is not doing enough to control pollution; more than 70 per cent believed the government is not promoting disarmament (though that number might have been smaller had the question been asked after the December summit meeting between the superpowers); and more than 65 per cent agreed that the government is not protecting consumers.

Majorities of those polled also agreed that abortion should be legal, that busing is acceptable to achieve racial balances in schools, that nuclear disarmament is attainable, that sex is acceptable if people like each other, and that it is acceptable to live together before marriage.

Slightly more than a quarter of the students polled believed federal spending on the military should be increased and an equal number believed married women should stay at home.

Some 47.6 per cent of those polled said colleges and universities should not invest in the stock of companies with ties to South Africa, up from 43.3 per cent of those polled in 1986.

Strong support among students for a number of progressive positions, however, did not extend to the rights of homosexuals. The percentage of students who favored a ban on homosexual relations increased to 53.1 per cent, its highest point in the 12 years the question has been asked. That figure marked a small increase from the 52.2 per cent who favored such a ban in 1986. From 1976 to 1985, between 47 and 49 per cent of the students surveyed favored such anti-gay legislation.

Heightened Fears of AIDS

The researchers attributed the recent increase to heightened fears of the AIDS virus, and said the new surge in anti-homosexual sentiment came largely from women concerned about the spread of the disease.

However, Mr. Astin said he was puzzled by the continuing support for premarital heterosexual activity among women, given the widespread fear of AIDS. "It may be that women are more inclined to identify their concerns about AIDS with homosexual behavior than with heterosexual behavior," he said.

Meanwhile, students continued to stake out conservative positions on so-called law-and-order issues.

Fewer than a fifth of the students favored the legalization of marijuana, a finding Mr. Astin called "one of the most dramatic changes in values we've seen."

As recently as 1977, 52.9 per cent of students favored the legalization of marijuana. "Obviously the drug is out of fashion," said Mr. Astin.

Fewer than a quarter of the freshmen favored abolition of the death penalty, and more than two-thirds believed there is too much concern for the rights of criminals.

In other areas, the survey found a continuing decline in the percentage of students who smoke. For the entering class of 1991, 8.9 per cent reported that they smoked frequently. The data showed that women were more likely to smoke than men—10.4 per cent of the women, compared to 7.3 per cent of the men.

Copies of the report, *The American Freshman: National Norms for Fall 1987*, are available for $15 each, postpaid, from the Higher Education Research Institute at U.C.L.A.'s Graduate School of Education, 405 Hilgard Avenue, Los Angeles 90024-1521.

Equity Eludes Blacks, Urban League Says

Continued from Page A31

commit the necessary resources on a long-term and sustained basis to reverse this decline," Ms. Sudarkasa wrote. "Had such a commitment been made in the mid-seventies to safeguard the gains from the sixties, the black enrollment picture would look very different today."

Many colleges and universities have also stiffened their admissions requirements and curtailed their minority-recruitment activities because of hostility to affirmative-action programs, Ms. Sudarkasa wrote.

Even when black students do enroll in college, they often do not succeed, the report said. "In far too many cases, predominantly white institutions have only provided revolving doors through which black students enter and exit with little more for their efforts than outstanding loans and a shaken confidence in their own abilities."

Ms. Sudarkasa argued that black students often leave for financial reasons, and because of isolation, insensitive professors, and racist students.

Ms. Sudarkasa also argued that too many black students are concentrated in community colleges, where more than 40 per cent of all black college students are enrolled. This over-representation must be eliminated "in as much as it is both the result of discrimination and discriminatory it its effect," she said.

Other parts of the annual Urban League report, which covers a wide range of issues related to minorities, also sounded the warning on black enrollment in colleges.

A report on the military noted that the armed forces, which are now 19-per-cent black, are competing with colleges for black students.

Alvin J. Schexnider, associate vice-president for academic affairs at Virginia Commonwealth University, wrote that if blacks continued to flock to the armed forces, "it could result not only in fewer blacks going to college, but greater competition for black high-school graduates among the armed services, the private sector, and higher education."

More Black Teachers Sought

Mr. Schexnider wrote that the declining number of blacks going to college would also result in fewer blacks being eligible to become military officers. "We could return to a pre-1948 profile with heavy black enlisted participation and woefully few black officers," he wrote.

In calling for education reform, another author warned that the United States must increase the supply of minority teachers and prepare all teachers to educate what will be a student body with increasing numbers of minority-group members.

Bernard Watson, president of the William Penn Foundation, called for special attention on producing more black teachers, as current trends indicate there will be a shortage of black teachers.

Copies of the report, *The State of Black America 1988*, are available for $18.00 each, from the National Urban League, Inc., Fund Department, 500 East 62nd Street, New York 10021.

The University of South Carolina

ANNOUNCES THE ESTABLISHMENT OF

The National Center for the Study of The Freshman Year Experience

This center has been established to share the successful experience of the University of South Carolina with its University 101 freshman seminar, a three-credit course on adjustment to college which has gained national and international recognition for the University. This program and freshman programs of other colleges and universities are regularly exchanged in our national, regional, and international conferences on The Freshman Year Experience.

The center will serve colleges and universities concerned about improving the initial experiences of their students in four significant ways:

Publications: *The Journal of The Freshman Year Experience*, a scholarly and practical publication, will be issued twice annually. *The Journal* will emphasize retention research, applied programs, and their assessment.

The Newsletter of The Freshman Year Experience will contain capsule reports of successful courses and programs dedicated to enriching the first year of college.

Information: A national database of information will be made available through a toll-free number to colleges and universities interested in establishing and improving first-year programs.

Colleges that make inquiry will be referred to other similar institutions for further information. Program ideas will be made available from summaries of the presentations at The Freshman Year Experience conferences.

Conferences: Conferences and workshops sponsored by the center will feature scholarly presentations on the collegiate experience. Workshops will seek to create models of successful freshman intervention programs unique to each participating institution.

Visitation: The center welcomes visiting scholars on sabbatical and offers the use of its facilities while providing on-site observation of its programs in operation. Staff and space are made available to individuals as well as campus groups seeking a "work retreat" to develop programs.

The center is supported in part by the Commission on Higher Education of the State of South Carolina and works cooperatively with professional associations which relate to academic and student affairs. Specifics of the center's operations will be forthcoming to colleges and universities.

Staff:

John M. Gardner, Director, University 101 and The Freshman Year Experience

Raymond O. Murphy, Co-Director for the National Center for the Study of the Freshman Year Experience

Dorothy S. Fidler, Associate Director for the National Center for the Study of the Freshman Year Experience

Mary Stuart Hunter, Co-Director for Conferences and Administration

A. Jerome Jewler, Co-Director for University 101 Instruction and Faculty Development

FACT FILE: Attitudes and Characteristics of This Year's Freshmen

Age by December 31, 1987:

16 or younger	0.1%
17	2.5%
18	71.8%
19	19.7%
20	2.1%
21-24	1.9%
25-29	0.8%
30-39	0.9%
40-54	0.2%
55 or older	0.0%

Racial/ethnic background:

White	86.0%
Black	8.7%
American Indian	0.9%
Asian-American	2.3%
Mexican-American	1.0%
Puerto Rican-American	1.2%
Other	1.6%

Average grade in high school:

A or A+	10.3%
A-	10.9%
B+	19.4%
B	22.4%
B-	17.0%
C+	10.0%
C	9.5%
D	0.4%

Year of high-school graduation:

1987	92.5%
1986	2.9%
1985	0.8%
1984 or earlier	2.2%
H.S. equivalency (G.E.D. test)	1.4%
Never completed high school	0.2%

Have met or exceeded recommended years of study, as proposed by the National Commission on Excellence in Education, in:

English (4 years)	93.5%
Mathematics (3 years)	88.4%
Foreign language (2 years)	73.4%
Physical science (2 years)	49.4%
Biological science (2 years)	34.0%
History, American government (1 year)	99.2%
Computer science (.5 years)	57.8%
Art or music (1 year)	64.1%

Disabilities:

Health-related	1.0%
Hearing	0.7%
Learning	1.2%
Orthopedic	0.8%
Speech	0.2%
Visual	1.9%
Other	1.0%

Current religious preference:

Baptist	13.1%
Buddhist	0.4%
Congregational	1.6%
Eastern Orthodox	0.5%
Episcopal	2.7%
Islamic	0.2%
Jewish	2.7%
Latter Day Saints	0.2%
Lutheran	8.2%
Methodist	9.2%
Presbyterian	4.8%
Quaker	0.2%
Roman Catholic	36.0%
Seventh-Day Adventist	0.2%
Other Protestant	4.9%
None	10.1%
Other	4.9%

Native English speaker:

Yes	95.4%
No	4.6%

Residence planned during fall term:

With parents or relatives	29.5%
Other private home or apartment	8.4%
College dormitory	58.5%
Fraternity or sorority house	0.7%
Other campus housing	2.2%
Other	0.7%

Residence preferred during fall term:

With parents or relatives	14.4%
Other private home or apartment	31.9%
College dormitory	38.4%
Fraternity or sorority house	7.5%
Other campus housing	5.5%
Other	2.2%

Father's occupation:

Artist (incl. performer)	0.9%
Businessman	30.7%
Member of clergy or religious worker	0.9%
Engineer	8.3%
Farmer or forester	3.4%
Lawyer	1.7%
Military career officer	1.8%
Physician or dentist	2.4%
Other health professional	1.3%
Research scientist	0.6%

Father's occupation: (Continued)

Teacher or administrator, college	0.9%
Teacher or administrator, elementary school	0.8%
Teacher or administrator, secondary school	3.6%
Worker, skilled	10.1%
Worker, semi-skilled	4.2%
Worker, unskilled	3.1%
Other occupation	22.9%
Unemployed	2.4%

Father's education:

Grammar school or less	3.7%
Some high school	8.0%
High-school diploma	27.2%
Postsecondary other than college	5.3%
Some college	14.1%
College degree	20.7%
Some graduate school	2.7%
Graduate degree	18.3%

Mother's occupation:

Artist (incl. performer)	1.5%
Businesswoman	14.3%
Member of clergy or religious worker	0.1%
Clerical worker	11.9%
Engineer	0.2%
Farmer or forester	0.4%
Homemaker (full-time)	18.1%
Lawyer	0.3%
Nurse	7.7%
Physician or dentist	0.4%
Other health professional	1.9%
Research scientist	0.1%
Social, welfare, or recreation worker	1.3%
Teacher or administrator, college	0.4%
Teacher or administrator, elementary school	6.2%
Teacher or administrator, secondary school	3.7%
Worker, skilled	2.5%
Worker, semi-skilled	2.8%
Worker, unskilled	2.0%
Other occupation	17.9%
Unemployed	6.2%

Mother's education:

Grammar school or less	2.8%
Some high school	5.8%
High-school diploma	35.7%
Postsecondary other than college	8.6%
Some college	16.2%
College degree	18.8%
Some graduate school	2.9%
Graduate degree	9.2%

Students estimate chances are very good that they will:

Change major field	13.9%
Change career choice	12.9%
Fail one or more courses	1.4%
Graduate with honors	11.9%
Be elected to student office	3.3%
Get a job to pay college expenses	38.2%
Work full-time while attending college	3.5%
Join a social fraternity or sorority	18.1%
Play varsity athletics	15.0%
Be elected to an honor society	7.1%
Make at least a B average	39.0%
Need extra time to complete degree	6.7%
Need tutoring in some courses	11.0%
Work at outside job	21.3%
Seek vocational counseling	5.3%
Seek personal counseling	3.8%
Participate in student protests	5.7%
Transfer to another college	10.5%
Drop out permanently	0.7%
Drop out temporarily	1.0%
Get bachelor's degree	68.2%
Be satisfied with college	52.6%
Find employment in preferred field	69.9%
Marry while in college	4.1%
Marry within a year after college	14.2%

Student rated self above average or in highest 10 per cent in:

Academic ability	54.2%
Artistic ability	24.9%
Drive to achieve	59.3%
Emotional health	56.8%
Foreign language ability	29.6%
Leadership ability	50.6%
Mathematical ability	39.8%
Physical health	59.0%
Popularity	43.5%
Popularity with opposite sex	41.2%
Public speaking ability	29.3%
Self-confidence (intellectual)	48.6%
Self-confidence (social)	43.8%
Writing ability	38.8%

Number of other colleges applied to for admission this year:

None	35.2%
One	16.0%
Two	15.7%
Three	14.2%
Four	8.3%
Five	5.0%
Six or more	5.7%

Number of other college acceptances this year (of those with multiple applications):

None	17.1%
One	28.6%
Two	23.4%
Three	16.7%
Four	7.8%
Five	3.4%
Six or more	3.0%

College attended is student's:

First choice	70.3%
Second choice	22.1%
Third choice	5.1%
Other	2.6%

Prior credit at this institution:

No	96.7%
Yes	3.3%

Reasons noted as very important in deciding to go to college:

Parents' wishes	17.3%
Could not find job	3.2%
To get away from home	10.0%
To be able to get a better job	82.6%
To gain general education	60.7%
To improve reading and study skills	39.8%
Nothing better to do	2.5%
To become a more cultured person	33.5%
To be able to make more money	71.3%
To learn more about things	72.4%
To prepare for graduate school	47.2%

Reasons noted as very important in selecting college attended:

Relatives' wishes	7.0%
Teachers' advice	3.8%
Good academic reputation	56.1%
Good social reputation	26.7%
Offered financial assistance	20.2%
Offered special education programs	22.0%
Low tuition	20.9%
Advice of guidance counselor	7.5%
Wanted to live near home	17.9%
Friend's suggestion	8.1%
Recruited by college	3.5%
Recruited by athletic department	4.4%
Graduates go to top graduate schools	27.5%
Graduates get good jobs	47.5%
Not offered aid by first choice	4.2%

Highest degree planned at college attended:

None	3.5%
Vocational certificate	2.4%
Associate (or equivalent)	19.6%
Bachelor's	56.5%
Master's	12.8%
Ph.D. or Ed.D.	1.7%
M.D., D.O., D.D.S., or D.V.M.	1.2%
LL.B. or J.D.	0.8%
B.D. or M.Div.	0.2%
Other	1.3%

Highest degree planned anywhere:

None	2.0%
Vocational certificate	1.5%
Associate (or equivalent)	5.3%
Bachelor's	35.3%
Master's	34.3%
Ph.D. or Ed.D.	10.4%
M.D., D.O., D.D.S., or D.V.M.	5.3%
LL.B. or J.D.	4.2%
B.D. or M.Div.	0.3%
Other	1.5%

Probable major field of study:

Arts and Humanities

Art, fine and applied	2.5%
English	1.2%
Foreign language	0.6%
History	0.8%
Journalism	1.5%
Music	1.0%
Philosophy	0.2%
Speech	0.2%
Theater or drama	0.7%
Theology or religion	0.2%
Other	1.1%

Biological Science

Biology (general)	1.8%
Biochemistry or biophysics	0.5%
Botany	0.0%
Marine science	0.4%
Microbiology or bacteriology	0.3%
Zoology	0.2%
Other	0.6%

Business

Accounting	6.2%
Business administration (general)	7.5%
Finance	2.1%
Marketing	3.4%
Management	5.1%
Secretarial studies	1.3%
Other	1.7%

Education

Business education	0.3%
Elementary education	4.2%

Probable major field of study: Education (Continued)

Music or art education	0.3%
Physical education or recreation	1.2%
Secondary education	1.6%
Special education	0.6%
Other	0.7%

Engineering

Aeronautical engineering	1.5%
Civil engineering	0.9%
Chemical engineering	0.6%
Electrical or electronic engineering	3.1%
Industrial engineering	0.3%
Mechanical engineering	1.7%
Other	1.3%

Physical Science

Astronomy	0.1%
Atmospheric science	0.1%
Chemistry	0.6%
Earth science	0.1%
Marine science	0.1%
Mathematics	0.6%
Physics	0.4%
Statistics	0.0%
Other	0.2%

Professional

Architecture, urban planning	1.0%
Home economics	0.5%
Health technology	1.2%
Library science	0.0%
Nursing	2.2%
Pharmacy	0.6%
Pre-dental, pre-medical, pre-veterinary	2.5%
Therapy (physical, occupational, etc.)	1.9%
Other	1.6%

Social Science

Anthropology	0.1%
Economics	0.5%
Ethnic studies	0.0%
Geography	0.0%
Political science	2.6%
Psychology	3.5%
Social work	0.9%
Sociology	0.3%
Women's studies	0.0%
Other	0.2%

Technical

Building trades	0.2%
Data processing, computer programming	1.1%
Drafting or design	0.4%
Electronics	0.3%
Mechanics	0.6%
Other	0.4%

Other Fields

Agriculture	1.4%
Communications	2.9%
Computer science	1.6%
Forestry	0.3%
Law enforcement	1.6%
Military science	0.1%
Other	1.6%
Undecided	6.6%

Probable career occupation:

Accountant or actuary	5.9%
Actor or entertainer	1.1%
Architect or urban planner	1.5%
Artist	2.1%
Business (clerical)	1.4%
Business executive	13.1%
Business proprietor	3.9%
Business salesperson or buyer	1.7%
Clergy (minister or priest)	0.2%
Clergy (other)	0.1%
Clinical psychologist	1.5%
Computer programmer or analyst	2.7%
Conservationist or forester	0.5%
Dentist	0.5%
Dietitian or home economist	0.2%
Educator (college)	0.3%
Educator (elementary)	5.0%
Educator (secondary)	3.1%
Engineer	8.5%
Farmer or rancher	0.5%
Foreign-service worker	1.0%
Homemaker (full-time)	0.1%
Interior decorator	0.7%
Interpreter	0.2%
Journalist or writer	2.4%
Lab technician or hygienist	0.7%
Law-enforcement officer	1.3%
Lawyer or judge	4.5%
Military service	1.0%
Musician	1.1%
Nurse	2.2%
Optometrist	0.2%
Pharmacist	0.8%
Physician	3.5%
Research scientist	1.5%
School counselor	0.3%
School principal	0.0%
Social, welfare, or recreation worker	1.4%
Statistician	0.1%
Therapist	2.3%
Veterinarian	0.8%

Probable career occupation: (Continued)

Skilled trades	1.3%
Other occupation	7.2%
Undecided	11.4%

Estimated parental income:

Less than $6,000	3.6%
$6,000-$9,999	3.2%
$10,000-$14,999	5.6%
$15,000-$19,999	6.0%
$20,000-$24,999	7.6%
$25,000-$29,999	7.5%
$30,000-$34,999	9.7%
$35,000-$39,999	9.6%
$40,000-$49,999	12.4%
$50,000-$59,999	10.9%
$60,000-$74,999	9.6%
$75,000-$99,999	6.2%
$100,000-$149,999	4.2%
$150,000 or more	4.0%

Number of parents' dependents:

One	9.2%
Two	17.4%
Three	22.6%
Four	26.9%
Five	15.4%
Six or more	8.4%

Number of other dependents currently attending college:

None	69.5%
One	23.2%
Two	5.3%
Three or more	1.9%

Concern about financing college:

None	37.2%
Some	49.0%
Major	13.8%

Received any aid from:

Parents, relatives, friends	76.5%
Spouse	1.1%
Savings from summer work	54.9%
Other savings	28.4%
Part-time job on campus	18.5%
Part-time job off campus	24.1%
Full-time job while in college	1.9%
Pell Grant	17.5%
Supplemental Educational Opportunity Grant	5.8%
State scholarship	16.1%
College Work-Study	9.8%
Other college grant	12.9%
Other private grant	9.5%
GI benefits	1.1%
Other government aid (ROTC, etc.)	1.7%
Guaranteed Student Loan	22.0%
National Direct Student Loan	4.5%
Other college loan	5.3%
Other loan	5.0%
Other source	3.4%

Received $1,500 or more from:

Parents, relatives, friends	50.5%
Spouse	0.3%
Savings from summer work	5.8%
Other savings	4.8%
Part-time job on campus	0.7%
Part-time job off campus	1.2%
Full-time job while in college	0.5%
Pell Grant	4.3%
Supplemental Educational Opportunity Grant	1.0%
State scholarship	3.4%
College Work-Study	0.8%
Other college grant	5.2%
Other private grant	2.0%
GI benefits	0.5%
Other government aid (ROTC, etc.)	1.1%
Guaranteed Student Loan	12.5%
National Direct Student Loan	1.4%
Other college loan	2.2%
Other loan	2.5%
Other source	1.4%

Number of hours per week in the last year spent on:

None:

Studying or doing homework	1.4%
Socializing with friends	0.3%
Talking with teachers outside of class	7.0%
Exercising or sports	4.0%
Partying	12.0%
Working	23.9%
Volunteer work	58.0%
Student clubs or groups	31.3%
Watching television	5.1%
Hobbies	9.6%

6 or more hours:

Studying or doing homework	43.7%
Socializing with friends	80.3%
Talking with teachers outside of class	6.7%
Exercising or sports	48.9%
Partying	36.9%
Working	64.3%
Volunteer work	5.3%
Student clubs or groups	15.0%
Watching television	32.7%
Hobbies	28.9%

Continued on Following Page

FACT FILE: Attitudes and Characteristics of This Year's Freshmen

Continued from Preceding Page

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
Activities in the past year:	Men	Women	Total	Public	Private	Public	Pvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Used a personal computer*	27.1%	22.4%	24.6%	19.8%	20.6%	26.7%	25.5%	24.8%	22.8%	28.6%	32.8%	24.8%	24.5%
Played a musical instrument	39.2%	44.4%	42.0%	35.9%	39.7%	42.2%	46.3%	49.4%	41.3%	46.0%	49.1%	40.4%	44.1%
Attended a religious service	80.7%	85.8%	83.4%	79.8%	84.0%	86.4%	82.2%	90.6%	91.9%	82.2%	84.7%	91.6%	93.9%
Attended a recital or concert	74.9%	80.9%	78.0%	69.9%	76.4%	80.3%	84.4%	82.7%	81.8%	82.2%	85.3%	78.9%	83.0%
Participated in a science contest	18.9%	12.8%	15.7%	10.4%	16.4%	17.0%	16.8%	17.8%	14.1%	19.8%	22.7%	22.6%	26.5%
Was president of one or more student organizations	26.9%	29.8%	28.4%	20.5%	26.1%	30.2%	32.4%	34.5%	31.2%	32.3%	40.2%	36.9%	42.3%
Won a varsity letter in sports	55.7%	40.3%	47.5%	40.2%	46.3%	51.6%	49.9%	53.2%	53.4%	50.1%	52.2%	44.3%	42.5%
Edited the school paper, yearbook, or magazine	14.0%	22.2%	18.3%	14.0%	17.2%	18.7%	23.0%	20.5%	21.2%	19.6%	26.7%	16.1%	18.3%
Didn't complete homework on time	73.0%	64.9%	68.8%	63.6%	72.9%	71.7%	73.1%	72.1%	68.5%	70.5%	66.7%	67.8%	71.0%
Was bored in class	91.4%	91.4%	91.4%	84.2%	90.7%	94.3%	94.7%	95.0%	94.7%	95.7%	95.9%	88.0%	91.1%
Tutored another student	42.4%	44.3%	43.4%	32.6%	31.7%	43.8%	47.1%	45.9%	48.4%	53.6%	65.7%	44.9%	51.7%
Did extra course work or reading*	8.4%	12.2%	10.4%	8.1%	10.0%	10.4%	12.7%	11.4%	11.2%	11.5%	14.4%	15.4%	17.2%
Studied with other students	86.9%	89.2%	88.1%	82.7%	87.5%	90.2%	89.3%	91.9%	90.7%	91.4%	92.4%	89.8%	91.5%
Overslept and missed class or an appointment	31.1%	29.5%	30.3%	28.4%	33.8%	30.1%	33.9%	30.7%	29.2%	31.0%	30.7%	29.5%	31.3%
Cheated on a test in school	32.4%	28.7%	30.4%	26.6%	31.1%	33.4%	31.1%	30.4%	34.9%	32.6%	28.9%	27.3%	32.6%
Copied homework from another student	54.9%	50.7%	52.7%	46.5%	51.3%	56.8%	53.0%	54.7%	57.4%	56.7%	53.5%	48.5%	53.2%
Smoked cigarettes*	7.3%	10.4%	8.9%	12.0%	13.3%	8.3%	9.0%	5.6%	7.9%	6.0%	5.1%	3.4%	2.6%
Drank beer	72.3%	59.9%	65.8%	67.1%	60.9%	65.2%	62.6%	55.1%	71.5%	68.8%	67.4%	31.7%	34.9%
Drank wine or liquor	64.4%	68.6%	66.6%	64.9%	61.9%	67.1%	65.3%	59.6%	72.8%	70.7%	70.6%	34.6%	44.5%
Felt overwhelmed*	11.5%	20.7%	16.4%	11.5%	17.6%	17.7%	19.3%	20.3%	17.9%	18.6%	20.0%	16.2%	18.5%
Political views:													
Far left	2.9%	1.7%	2.3%	2.6%	2.8%	2.1%	2.7%	2.1%	1.7%	1.9%	1.7%	3.7%	3.5%
Liberal	21.4%	22.9%	22.2%	19.2%	18.5%	21.7%	28.1%	21.9%	23.2%	24.3%	26.5%	28.8%	32.0%
Middle of the road	51.3%	60.2%	56.0%	61.7%	58.0%	57.4%	48.7%	51.5%	55.1%	52.7%	44.7%	46.4%	46.0%
Conservative	22.4%	14.6%	18.3%	15.5%	19.4%	17.4%	19.2%	23.1%	18.7%	19.7%	25.3%	19.3%	17.2%
Far right	2.0%	0.7%	1.3%	1.0%	1.3%	1.4%	1.3%	1.5%	1.3%	1.3%	1.7%	1.8%	1.2%
Agree strongly or somewhat that:													
Government isn't protecting the consumer	62.0%	69.5%	65.9%	69.0%	70.3%	66.5%	66.7%	64.6%	64.3%	61.9%	57.9%	76.4%	76.9%
Government isn't controlling pollution	79.1%	82.5%	80.9%	79.7%	80.9%	80.6%	83.1%	82.1%	80.5%	81.1%	83.4%	79.7%	82.9%
Taxes should be raised to reduce the federal deficit	28.9%	21.1%	24.8%	23.3%	20.2%	23.5%	27.8%	24.4%	21.6%	27.6%	29.9%	19.6%	20.6%
Military spending should be increased	32.7%	20.2%	26.2%	28.1%	26.7%	27.8%	23.2%	25.8%	21.9%	24.6%	21.1%	30.0%	23.7%
Nuclear disarmament is attainable	56.4%	59.6%	58.0%	58.4%	59.8%	57.8%	59.4%	58.0%	59.6%	56.9%	56.5%	55.3%	57.8%
The death penalty should be abolished	20.4%	27.0%	23.8%	22.7%	24.2%	24.1%	27.4%	24.4%	28.6%	21.9%	25.9%	38.1%	38.9%
Abortion should be legal	58.7%	58.7%	58.7%	56.3%	53.3%	59.9%	61.3%	50.5%	44.4%	65.9%	61.2%	61.8%	60.7%
Married women's activities should be confined to the home	32.3%	20.3%	26.0%	29.6%	31.0%	26.2%	24.4%	25.0%	24.9%	22.0%	19.2%	32.5%	30.8%
Couples should live together before marriage	58.0%	46.9%	52.1%	56.8%	46.9%	51.0%	51.2%	38.6%	44.4%	54.1%	49.5%	47.2%	46.4%
It is okay for two people who like each other to have sex even if they haven't known each other for very long	66.4%	38.8%	51.9%	55.6%	45.4%	52.1%	50.6%	38.7%	42.6%	54.8%	48.1%	41.9%	40.8%
Homosexual relations should be prohibited	62.5%	44.6%	53.1%	57.5%	60.8%	55.9%	47.0%	55.8%	49.8%	47.3%	38.9%	60.0%	56.1%
Marijuana should be legalized	23.1%	15.9%	19.3%	20.0%	17.8%	18.9%	21.5%	14.3%	15.8%	20.6%	18.8%	16.4%	16.0%
Busing to achieve racial balance in schools is all right	53.5%	57.3%	55.5%	57.7%	56.8%	56.3%	57.5%	53.8%	55.4%	51.6%	50.8%	67.7%	70.0%
There is too much concern for the rights of criminals	71.4%	65.5%	68.3%	69.2%	66.1%	68.2%	65.5%	69.0%	67.1%	68.9%	67.8%	58.1%	59.0%
Colleges should divest of South African investments	51.6%	44.0%	47.6%	44.2%	39.6%	46.9%	53.5%	46.3%	48.1%	51.1%	56.0%	54.4%	63.0%
Chief benefit of college is to increase earnings	73.8%	65.6%	69.4%	75.9%	73.5%	72.0%	60.2%	62.8%	65.4%	66.5%	54.9%	79.1%	75.3%
Students might appreciate the value of college more if they had to pay a greater share of the costs	56.4%	50.5%	53.3%	52.8%	51.1%	52.5%	54.2%	54.5%	54.4%	54.2%	54.4%	45.3%	47.6%
Objectives considered essential or very important:													
Achieving in a performing art	11.1%	14.0%	12.6%	8.8%	12.2%	12.9%	18.6%	15.1%	13.8%	13.5%	16.9%	14.0%	16.8%
Becoming an authority in his or her field	78.1%	76.4%	77.2%	74.5%	75.1%	78.2%	77.1%	76.0%	76.9%	80.3%	81.3%	81.6%	86.0%
Influencing the political structure	19.5%	13.6%	16.4%	12.3%	13.8%	16.3%	20.9%	17.2%	19.2%	18.6%	24.5%	24.3%	32.2%
Influencing social values	32.8%	38.8%	36.0%	31.2%	38.7%	37.0%	41.6%	42.0%	39.5%	35.8%	39.3%	43.9%	53.6%
Raising a family	55.9%	59.5%	57.8%	53.0%	57.5%	58.3%	60.3%	62.1%	63.2%	59.9%	63.7%	46.9%	54.8%
Being very well-off financially	79.5%	72.1%	75.6%	78.4%	77.3%	77.2%	69.0%	66.8%	73.0%	76.3%	71.3%	89.5%	89.2%
Helping others who are in difficulty	50.0%	66.5%	58.7%	54.6%	62.5%	59.3%	63.2%	65.2%	62.4%	58.0%	62.0%	66.7%	76.6%
Making a contribution to scientific theory	15.9%	9.3%	12.4%	11.1%	7.1%	11.4%	12.1%	10.4%	10.6%	16.9%	16.4%	14.6%	18.2%
Writing original works	12.8%	12.7%	12.8%	9.7%	10.8%	12.2%	18.1%	14.1%	13.5%	14.3%	17.6%	11.5%	16.4%
Being successful in his or her own business	55.4%	46.4%	50.7%	51.3%	59.1%	49.7%	50.4%	47.2%	50.3%	51.0%	48.1%	64.2%	68.0%
Helping clean up the environment	20.8%	14.9%	17.7%	17.1%	17.3%	17.5%	20.9%	18.2%	16.0%	17.8%	17.8%	22.8%	29.8%
Developing a philosophy of life	39.6%	39.2%	39.4%	31.9%	38.2%	39.4%	46.9%	44.4%	42.2%	42.9%	50.8%	50.5%	60.2%
Participating in community action	17.7%	21.6%	19.8%	16.0%	18.9%	21.1%	23.1%	23.4%	21.3%	20.5%	23.7%	33.8%	43.1%
Promoting racial understanding	27.6%	30.2%	29.0%	22.4%	28.2%	30.5%	37.5%	33.8%	30.8%	30.1%	36.6%	62.6%	75.2%
Being an expert on finance and commerce	34.5%	21.5%	27.6%	25.5%	27.0%	29.0%	26.9%	25.8%	28.8%	29.4%	31.2%	44.5%	45.5%
Can presently do well:													
Describe the difference between stocks and bonds	31.2%	18.6%	24.6%	21.9%	19.3%	23.5%	26.7%	24.9%	26.2%	27.2%	34.6%	20.1%	25.0%
Identify many classical compositions by title and composer	8.7%	9.3%	9.0%	6.3%	7.4%	8.4%	12.4%	10.9%	9.4%	10.9%	14.3%	8.7%	10.1%
Identify major constellations	11.7%	7.0%	9.2%	8.6%	7.3%	9.1%	10.5%	8.9%	8.2%	10.0%	10.5%	8.8%	9.4%
Describe the personal freedoms guaranteed by the Bill of Rights	36.0%	30.8%	33.2%	24.1%	26.3%	33.2%	36.7%	37.5%	34.3%	41.7%	49.9%	34.3%	37.5%
Name the animal phyla	7.8%	6.5%	7.1%	5.5%	5.4%	7.0%	7.9%	7.3%	7.0%	8.8%	10.2%	7.5%	7.5%
Perform CPR	37.5%	36.3%	36.9%	33.6%	36.3%	37.1%	38.1%	39.4%	38.0%	39.5%	40.3%	32.3%	36.6%
Play bridge	6.8%	3.2%	4.9%	4.3%	5.0%	4.5%	5.4%	4.7%	4.8%	5.6%	6.7%	3.3%	3.8%
Play chess	58.4%	22.2%	39.3%	35.7%	29.6%	37.5%	41.8%	38.1%	38.3%	45.5%	50.6%	18.9%	22.4%
Sight-read piano music	9.3%	23.0%	16.5%	12.2%	14.9%	16.2%	18.5%	20.9%	17.5%	19.7%	23.1%	13.0%	16.0%
Speak a second language fluently	12.8%	17.4%	15.2%	12.7%	14.1%	14.6%	16.7%	13.5%	16.6%	17.7%	22.8%	16.2%	13.4%
Do at least 15 push-ups	90.8%	53.9%	71.3%	68.8%	64.9%	70.9%	72.2%	71.1%	71.4%	75.4%	77.2%	59.0%	61.1%
Swim a mile without stopping	32.4%	20.0%	25.9%	23.0%	22.0%	25.1%	27.9%	24.9%	26.9%	29.5%	33.1%	10.9%	13.5%
Type 40 words or more per minute	32.8%	51.5%	42.7%	39.0%	42.8%	45.9%	39.3%	46.0%	40.6%	45.7%	43.7%	46.1%	46.6%
Use a sewing machine	14.3%	38.8%	27.2%	28.7%	29.8%	27.8%	26.0%	28.2%	26.9%	25.2%	22.6%	31.4%	28.5%
Have no interest in learning:													
Describe the difference between stocks and bonds	21.1%	35.5%	28.7%	33.1%	32.2%	28.5%	26.8%	30.2%	24.9%	25.1%	17.7%	20.6%	16.8%
Identify many classical compositions by title and composer	67.0%	60.8%	63.7%	73.6%	70.2%	65.0%	53.1%	56.7%	59.7%	57.8%	46.0%	62.0%	50.5%
Identify major constellations	47.9%	50.1%	49.0%	53.6%	50.1%	47.2%	46.6%	47.6%	49.7%	46.0%	45.4%	39.3%	39.0%
Describe the personal freedoms guaranteed by the Bill of Rights	25.0%	33.3%	29.4%	37.2%	34.2%	28.1%	24.8%	25.2%	27.7%	24.1%	17.6%	18.7%	14.9%
Name the animal phyla	65.7%	70.6%	68.3%	71.9%	74.0%	67.9%	66.9%	66.6%	68.0%	64.7%	62.3%	67.8%	59.7%
Perform CPR	8.5%	6.0%	7.2%	9.4%	7.1%	6.3%	6.7%	5.8%	6.4%	6.1%	4.9%	7.2%	4.1%
Play bridge	58.8%	68.3%	63.8%	69.2%	65.8%	63.3%	62.0%	61.3%	62.7%	59.3%	56.3%	66.3%	60.4%
Play chess	19.7%	47.8%	34.5%	39.6%	43.2%	35.2%	30.7%	33.1%	34.0%	28.8%	23.9%	45.3%	36.2%
Sight-read piano music	57.8%	42.7%	49.8%	58.6%	51.1%	49.0%	43.5%	41.8%	47.3%	45.2%	39.2%	44.4%	34.9%
Speak a second language fluently	34.3%	21.6%	27.6%	36.9%	32.0%	25.9%	22.3%	22.2%	21.7%	22.6%	13.7%	18.0%	11.9%
Do at least 15 push-ups	4.2%	20.7%	12.9%	15.9%	17.3%	13.1%	11.3%	13.1%	11.8%	9.1%	7.8%	22.0%	17.0%
Swim a mile without stopping	24.2%	30.1%	27.3%	32.7%	29.9%	26.4%	25.8%	28.0%	25.6%	21.9%	19.8%	34.7%	28.7%
Type 40 words or more per minute	16.8%	7.2%	11.7%	15.9%	12.5%	10.5%	11.3%	9.2%	8.9%	9.2%	6.8%	6.5%	4.7%
Use a sewing machine	66.2%	27.5%	45.7%	49.4%	41.4%	43.6%	44.4%	40.3%	43.2%	45.8%	46.3%	27.9%	25.4%

* Frequently only, all other activities frequently or occasionally

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1987," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES